



Curriculum Overview 2019-20
Class 2 Learning and living as children of God
(Ephesians 5:1)(You are God's children whom he loves. Try to be like God)

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p><i>There will be a large emphasis on maths and English in any foundation subjects taught so cross curricular subjects will consist of any opportunity to write, integrated tasks and science will use opportunity to further emphasise maths. This will be a focus of our curriculum in the autumn term as we work through our post COVID Recovery Curriculum. Details of RC are signposted on the curriculum coverage document in each class 2020-21</i></p>						
THEME	Exploring Shackleton's Antarctica		Invaders!		Ancient Sumer	
GEOGRAPHY	<p><u>Study Antarctica and compare to UK and Europe</u> Locational knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their human/physical characteristics, key topographical features and land-use patterns; understand how some of these aspects have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in Europe (Russia) and a region within the Arctic and Antarctic <p>Human and Physical geography</p> <ul style="list-style-type: none"> including: climate zones, biomes and vegetation belts, rivers, and the water cycle 		<p><u>Link to History</u> Human geography</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use <p>Geographical skills/fieldwork</p> <p><u>Study on local area (Learning Journals – link to History WWs)</u> Human geography</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present human/physical features in the local area using a range of methods 		<p><u>Mountains, Volcanoes and Earthquakes (Learning Journals)</u> Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Study mountains, volcanoes and earthquakes 	
HISTORY			<p><u>Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire → Scots invasions from 		<p><u>Ancient Sumer</u> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Sumer.</p>	

		<p>Ireland to north Britain (now Scotland)</p> <ul style="list-style-type: none"> • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	
ART & DESIGN	<p><u>Sketching and watercolours</u></p> <ul style="list-style-type: none"> • Create sketch book records • Improve mastery of art and design techniques, including drawing, painting and sculpture • Use 100 year old sketches and paintings by Dr Edward Wilson of Captain Scott’s expedition in the Antarctic 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Create sketch book records • Great artists, architects and designers in history. • Create pottery inspired by Anglo-Saxon and Scots 	<p><u>Textiles - Weaving</u></p> <ul style="list-style-type: none"> • Paper weaving • Study on Gunta Stölzld • Use sketch books to record observations/review/revisit
DESIGN TECHNOLOGY	<p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> - Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p><i>Research seasonal vegetables and create a recipe.</i></p>	<p><u>Jewellery Making</u></p> <p>Make</p> <ul style="list-style-type: none"> - Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately <p>Technical knowledge</p> <ul style="list-style-type: none"> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Evaluate</p> <ul style="list-style-type: none"> - Investigate and analyse a range of existing products - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - Understand how key events and individuals in design and technology have helped shape the world 	<p>Make –select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</p> <p><i>Woodwork</i></p>

MUSIC	Y4 : Autumn 1 Mamma Mia	Y3: Autumn 2 Glockenspiel Stage 1	Y3: Spring 1 Three Little Birds	Y4: Spring 2 Lean On Me	Y3: Summer 1 Bringing Us Together	Freestyle: Plastic OR Boom whacker music writing
SCIENCE	<p><u>States of Matter: Year 4</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - Compare and group materials together, according to whether they are solids, liquids or gases. - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p><u>Animals Including Humans: Year 4</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions - Construct and interpret a variety of food chains, identifying producers, predators and prey. <p><u>Animals Including Humans: Year 3</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from 	<p><u>Rocks: Year 3</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - Describe in simple terms how fossils are formed when things that have lived are trapped within rock - Recognise that soils are made from rocks and organic matter. 	<p><u>Sound: Year 4</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - Identify how sounds are made, associating some of them with something vibrating - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations that produced 	<p><u>Electricity: Year 4</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - Recognise some common conductors and insulators, and associate metals with 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> - Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups - Recognise that environments can change and that this can sometimes pose dangers to living things.

		<p>what they eat.</p> <ul style="list-style-type: none"> - Identify that humans and some animals have skeletons and muscles for support, protection and movement. - Identify that humans and some animals have skeletons and muscles for support, protection and movement. 			being good conductors.	
COMPUTING	<u>Digital Literacy</u> Powerful Passwords	<u>Digital Literacy</u> Private and Personal Information	<u>Digital Literacy</u> Safer Internet Day	<u>Digital Literacy</u> Things For Sale	<u>Digital Literacy</u> The Key to Keywords	<u>Digital Literacy</u> Writing a Good Email
	<u>Computer Science</u> Programming using Scratch and Code.org	<u>Information Technology</u> presenting Data in Spreadsheets (Enterprise)	<u>Computer Science</u> Programming using Scratch and Code.org	<u>Computer Science</u> Programming using Scratch and Code.org	<u>Information Technology</u> presenting work in powerpoint	<u>Computer Science</u> Programming using Scratch and Code.org
PE	Fitness Invasion Games	Games Team Building	Gymnastics Dance	Fitness Games	Athletics Tennis	Athletics Games
RE	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	2a.2 PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?

<p style="text-align: center;">PSHE & CITIZENSHIP</p>	<p style="text-align: center;"><u>HEALTH AND WELL BEING:</u></p> <p style="text-align: center;"><u>Developing Risk Management: Keeping safe at home, keeping safe outside</u></p> <p>Recognise that our feelings can affect the way we behave</p> <p>Identify where we can go when we need to feel safe.</p> <p>Identify who we can speak to about our feelings.</p> <p style="text-align: center;">Sun smart</p> <p><i>Citizenship: (See Key Questions)</i> Why different rules are needed in different situations and how to take part in making them.</p>	<p style="text-align: center;"><u>HEALTH AND WELL BEING:</u></p> <p style="text-align: center;"><u>Understanding personal change and responsibility</u> <u>-Personal responsibility</u></p> <p>What is special about me?</p> <p style="text-align: center;">Resilience</p> <p style="text-align: center;">Hygiene</p> <p style="text-align: center;">Diet, exercise and sleep</p> <p style="text-align: center;">Illness, wellness and balance</p> <p style="text-align: center;">Self worth</p> <p style="text-align: center;">Anxiety - triggers - positive strategies for coping.</p> <p style="text-align: center;">Bereavement of pets.</p> <p style="text-align: center;">RSE: (Yr3) Personal Hygiene and Personal Hygiene - Infection</p>	<p style="text-align: center;"><u>RELATIONSHIPS</u></p> <p style="text-align: center;"><u>Understanding the dynamics of healthy relationships - friends and family</u></p> <p>The responsibilities that parents have for babies and children.</p> <p style="text-align: center;">Positive touch activities</p> <p style="text-align: center;">The need to seek permission when we touch someone else</p> <p style="text-align: center;">The need to be respectful of a person's personal; boundaries</p> <p style="text-align: center;">RSE: (Yr 3) Types of love (Yr 4) Responsibilities</p> <p><i>Citizenship: (See Key Questions) Human rights' and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</i></p>	<p style="text-align: center;"><u>RELATIONSHIPS</u></p> <p style="text-align: center;"><u>Understanding the dynamics of healthy relationships - Kindness and anti bullying</u></p> <p>The difference between isolated incidents of unkind behaviour and bullying</p> <p>Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied and are not bullies)</p> <p style="text-align: center;">Identifying acts of kindness</p> <p>Exploring how kindness benefits all involved</p> <p><i>Citizenship: (See Key Questions)</i> Different kinds of responsibilities, rights and duties at home and at school.</p> <p><i>The lives of people living in other places, and people with different values and customs.</i></p>	<p style="text-align: center;"><u>LIVING IN THE WIDER WORLD</u></p> <p style="text-align: center;"><u>How media, commerce and social issues shape our understanding of the world - Internet safety, Media influence, Financial capability, Social Issues.</u></p> <p style="text-align: center;">Internet safety - online games, email/chat</p> <p style="text-align: center;">Texting, instant messenger, Kick etc.</p> <p style="text-align: center;">Appropriate gaming, websites, applications, TV streaming.</p> <p style="text-align: center;">Passwords/Access codes, PINS.</p> <p style="text-align: center;">Appropriate websites</p> <p style="text-align: center;">Monetary value and the notion of saving up for a purchase</p> <p style="text-align: center;">Different sources of income</p> <p style="text-align: center;">Different forms of money and payment</p> <p><i>Citizenship: (See Key Questions)</i> Being part of a community and understand that they belong to different groups.</p>	<p style="text-align: center;"><u>HEALTH AND WELL BEING:</u></p> <p style="text-align: center;"><u>Understanding personal change and responsibility</u> <u>-Growing up</u></p> <p>Some of the physical changes that will happen as they get older.</p> <p>The physical changes that take place at puberty, why they happen and how to manage them.</p> <p style="text-align: center;">RSE: (Yr 3) Similarities and differences - reproductive organs</p> <p style="text-align: center;">(Yr4 - Changes life cycle - link to science)</p> <p><i>Citizenship: (See Key Questions)</i></p> <p>What improves and harms their local and natural environments and about some of the ways people look after them.</p>
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MFL

All Around Town

- Ask and answer questions to find out where people live
- Places in a town
- Tens numbers to 100
- Counting to 100

On The Move

- Transport
- Using the verb 'to go'
- 'en' and 'à'
- Directions – left, right, straight on, turn
- Ask for and give directions
- Subject-verb agreement

Going Shopping

- Express an opinion
- Vegetable
- Quantifiers
- Changing 'the' to 'some' – masculine and feminine agreement
- Clothes
- Position of adjectives
- Shops
- À la and au
- How much?

Where In The World

- Countries of the UK
- Ask/answer 'where I live'
- Countries
- Masculine and feminine nouns (countries)
- En, au à prepositions
- Vrais/faux
- Animals
- Past tense
- Pronouns – il and elle

What's The Time

- O'clock and half past
- Quarter past and quarter to
- First person, present tense verbs to describe my day
- Before and after – avant et après
- School subjects

Holidays And Hobbies

- Seasons and months of the year
- Third person plural of être (to be) – ils sont (they are)
- Describing the weather using the phrase 'il fait'
- Masculine and feminine nouns (countries)
- Using the correct masculine or feminine form of a preposition – en for feminine; au for masculine
- Using the possessive pronouns 'ma', 'mon' and 'mes'
- Sport
- To express preferences – I like/I love/I don't like/I hate